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ing that the limited ability of the American boy or girl to read German after a three-year high-school course is due to a too-limited vocabulary rather than to an insufficient knowledge of grammar, the authors have stressed the acquisition of vocabulary and the use of German within certain grammatical limits. Only those elements of grammar have been included in the reading material and taken up in the exercises which are indispensable in the use of simple German. As a result the work in grammar has been restricted to much narrower limits than is usually the case in beginning textbooks.

Numerous simple direct-method exercises based on the reading text are designed to fix in the minds of the pupils the vocabulary and grammatical principles of the text and to furnish drill in the fundamental processes needed in the use of simple German. Additional exercises in the "Anhang" are intended to aid the teacher in administering to the individual differences of pupils.

The reading material permits to a considerable extent the association of new words directly with the idea without the intervention of English, through the use of objects, pictures, and actions, or of other German words the meaning of which is already known to the pupil or is readily guessed. The book is liberally illustrated for this purpose.

In the "Erster Teil" short reading lessons describing the pupil's environment in school and home and the daily events of his life help to create a German atmosphere and furnish from the first a vocabulary for simple conversation. Fables, stories, and fairy tales comprise the "Zweiter Teil." The "Dritter Teil" is designed to give systematic work in the "Realien."

The grammatical rules derived inductively from the reading lessons are given in simple German, but the outline of grammar in the Appendix is given in English for practical reasons. The book contains practical exercises in pronunciation, various types of vocabulary exercises, some songs, study helps, a few exercises for translation (in the "Anhang"), a German-English and an English-German vocabulary, and an index to the grammar.

CRANDON, LAURA B. *Ein Anfangsbuch*. Yonkers-on-Hudson: World Book Co.

Ein Anfangsbuch is an unusual book. That it is designed to meet the needs of the junior high school is evident on every page, also that it is the outgrowth of actual experience in the classroom.

The aim of the book is to combine a systematic presentation of grammar with simple reading matter suitable for young beginners. At the same time the child mind is to be kept unconscious of the grammar.

The book abounds in devices for securing direct association of the new word with the idea. Games are cleverly utilized for grammatical drill, and there are suggestions for dramatizing some of the reading selections. The exercises are simple and practical. The method cannot fail to arouse and sustain the interest of the pupil.

The reading material is excellent and suitable for young pupils, and is profusely illustrated. There are songs, rhymes, poems, and riddles. Systematic drill in pronunciation without the use of the phonetic symbols is provided.

In the latter part of the book the aim to furnish a complete survey of the grammar seems, however, too evident. The reading material in connection with which the passive voice and the subjunctive are taught is very limited for the amount of grammar given. In the writer's opinion, not only these, but a few other minor topics of grammar could have been omitted to advantage. The Appendix contains a summary of the paradigms, a special vocabulary, a German-English vocabulary, and a grammatical index.

Though the book has been written primarily for junior high schools, it can be used in the high school with young pupils. It is intended to furnish two years' work for the junior high school and a little more than one year's work for older pupils.

WHITNEY, MARIAN P., AND STROEBE, LILLIAN L. *Brief Course in German*. New York: Henry Holt & Co.

This textbook differs from most recent beginner's books in that a large part of the reading material consists of disconnected sentences. The vocabulary has, however, been chosen with great care and is limited to seven hundred words. There are direct-method exercises as well as exercises in translation.

The book does not aim to furnish the reading material necessary for the course, but is intended to be used in connection with outside reading. This fact, as well as the treatment in general, causes the book to be adapted for college rather than for high-school students.

Part II consists of an outline of grammar which is a revision of Whitney's *Brief German Grammar*.

A pamphlet containing suggestions for the use of the book is furnished on application to the publishers.

ROESSLER, ERWIN W. *A First German Reader*. New York: American Book Co.

The first part of this reader consists of short pieces dealing with such subjects as the school, the family, the body, the seasons, the domestic animals, and the trades. Then follow a number of well-known short stories. Poems, proverbs, and riddles are interspersed. A few letters and two descriptive sketches, "Der deutsche Wald" and "Das deutsche Reich," complete the reading material. Eight songs, questions based on the text, and a two-page colored map besides a number of illustrations are also included.

The German of these reading selections is simple, especially as regards the grammatical constructions, though subjunctive and passive forms occur after the first sixty pages. The pedagogical value of the book for first-year work would have been enhanced by the addition of simple direct-method exercises designed mainly to impress the vocabulary on the minds of the students. As it is, a considerable portion of the material will probably be found more useful for second-year work.